

### Overview

This lesson helps students recognize differences between rural and urban environments. Students “read” photographs to identify differences between living on a farm and living in a city. It can be completed in three class periods.

### Standards:

History:

Benchmark 2, Indicator 2 The student compares and contrasts his/her own life with life in a city and/or a rural community.

Reading:

Benchmark 1, Indicator 1 The student identifies sounds of both upper and lower case letters of the alphabet (Letter-sound Relationships)

### Objectives

Content:

- The student identifies characteristics of a city and farm in Kansas.
- The student recognizes that where people live affects how they live.
- The student determines whether he/she lives in an urban or rural setting.

Skills:

- The student uses photographs to compare and contrast.

### Essential Questions:

- If you lived on a farm, what would you see when you looked outside?
- If you lived in the city, what would you see when you looked outside?
- When you are home and look outside, what do you see?



## Activities

This activity uses the following *Read Kansas* cards:

- **On the Farm: Cow**
- **On the Farm: Pig**
- **On the Farm: Tractor**
- **On the Farm: Sunflowers**
- **In the City: Stoplight**
- **In the City: Cars**
- **In the City: People**
- **In the City: Mailbox**

### Day 1:

1. Introduce the idea that Kansas is home to many people. Some of the people who live in Kansas live in the country on a farm. Some of the people live in a city or suburb. There are differences in what you see, hear, and even smell depending on where you live. This lesson will help students identify some of the differences between living on a farm and living in a city.
2. Begin with the **On the Farm** *Read Kansas* cards. (You can choose to begin with either set of cards and may want to choose the set with which your students are most familiar.) Write the word “Farm” in large letters on the board.
3. Gather the students in a circle on the floor so they can see the photographs on the cards and the board.
4. One at a time, share each of the four pictures in the farm card set with the students. Ask them to look for clues in the picture that describe a farm. Share the information on the back of each card. As you finish with each picture, place it under the word “Farm” on the board.
5. When you have finished, leave the cards on the board for the Day 3 activities.
6. Provide each student with a **Build a Farm** worksheet. Have students cut out the farm pictures from the **What do you see?** worksheet (the sunflowers, cow, pig, and tractor drawings). Say the beginning sound of each picture name. As a group, have students find the letter on the **Build a Farm** worksheet that stands for the same sound. Have students paste the picture over correct letter. Continue until scene is complete.
7. Have students color their farm scenes.

### Day 2:

1. Teach the lesson on “City” using the same process as Day 1.
2. Leave all eight cards on the board for students to see for the next day’s lesson.
3. Complete the **Build a City** worksheet.

### Day 3:

1. Before you begin this lesson, remove all eight cards from the board but leave the headings in place.
2. Mix up the cards, then show them to the students one at a time. Ask students to place them under the correct heading and share their reason for doing so.

3. When all the cards are under the correct headings, use the following questions to discuss other ways city life and farm life may be different.
  - How are jobs different in a city from a farm?
    - A farmer's schedule is tied to the crop schedule and the seasons of the year.
    - Office workers have regular work hours regulated by clocks.
  - What is different about the yards?
    - Back yards in the city are smaller.
    - Back yards often contain outbuildings, animal pens, etc.
  - What sounds are different?
    - City sounds would include emergency sirens, cars, traffic noises, and people.
    - Farm sounds would include tractors, farm equipment, animals (coyotes), and silence.
  - How are the smells different?
    - City smells include exhaust from cars and trucks, fireplace from neighbors.
    - Farm smells include animals and crops.
  - How is playtime different?
    - Both urban and rural children have access to TV, computers, and video games.
    - Rural children have more space to play outside.
    - Urban children may have access to more parks, sports clubs, bike trails, skateboard parks, video arcades, multi-plex movie theaters, etc.
4. As a class, determine whether where you live is more like a city or more like a farm. Write that statement on the board so the students can copy the statement on the **My Kansas Home** worksheet, i.e., "I live in a city." or "I live on a farm."
5. Distribute the **My Kansas Home** worksheet to each student and have him or her draw a picture of his or her home. Have them include details of farm or city life that they have just learned.

## Assessment

1. Observe the students' ability to place the pictures over the matching beginning letter on the **Build a Farm** and **Build a City** worksheets.
2. Evaluate the students' drawing and writing on the **My Kansas Home** worksheet.

## For the Teacher

This lesson deals with the concepts of living in a city and living on a farm. In many ways, these are the extremes of living environments in Kansas. The *Read Kansas* cards in this lesson provide many of the stereotypical images of these two environments.

The history standard for this lesson asks students to compare and contrast his/her own life with these two environments. This is challenging because most Kansas students do not live on a farm or in a big city. They may live in a small town of 200 people. Many students probably live in a suburb. You will have to help students understand that where they live may not have everything in common with these two environments. They will have to determine which environment is more like where they live than the other.

For this lesson, the word **city** can be used in place of **urban** and **farm** can be used in place of **rural**. The terms urban and rural are basic to the study of geography and will be taught in upper grades. The Census Bureau classifies as:

- **urban**--all areas that have at least 1,000 people per square mile and surrounding areas that have at least 500 people per square mile.
- **rural**--all areas located outside of urban areas.

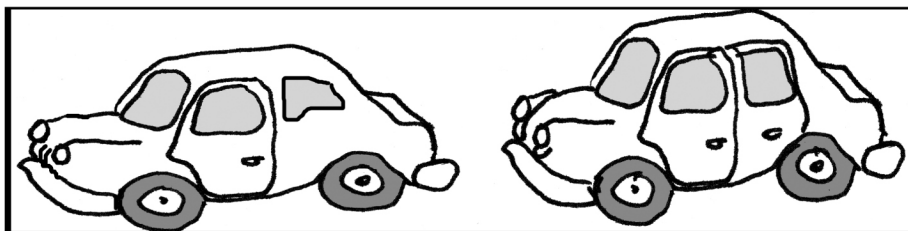
Another way to phrase this is to define urban as a lot of people living in a small area. Rural, in contrast, has few people living in a large area.

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Resources for this lesson are from:

- John Woodworth (Cow card front)
- Clint Scholz (Pig card front)
- Jerry McElroy (Tractor card front)
- Rob Hunt (Sunflower card front)
- Andrea Gingerich (Car card front)
- Izabela Habur (People card front)
- Ian McDonnell (Mailbox card front)

## What do you see?



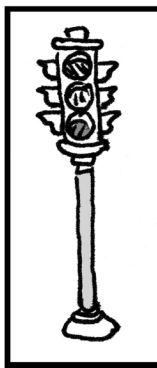
Cars



People



Mailbox



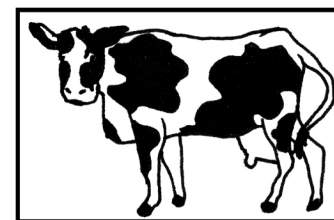
Stoplight



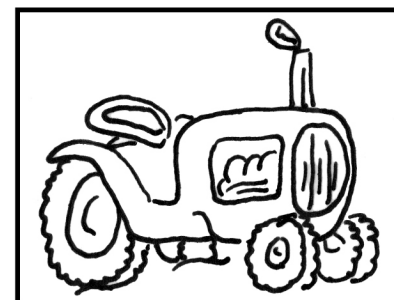
Sunflowers



Pig



Cow

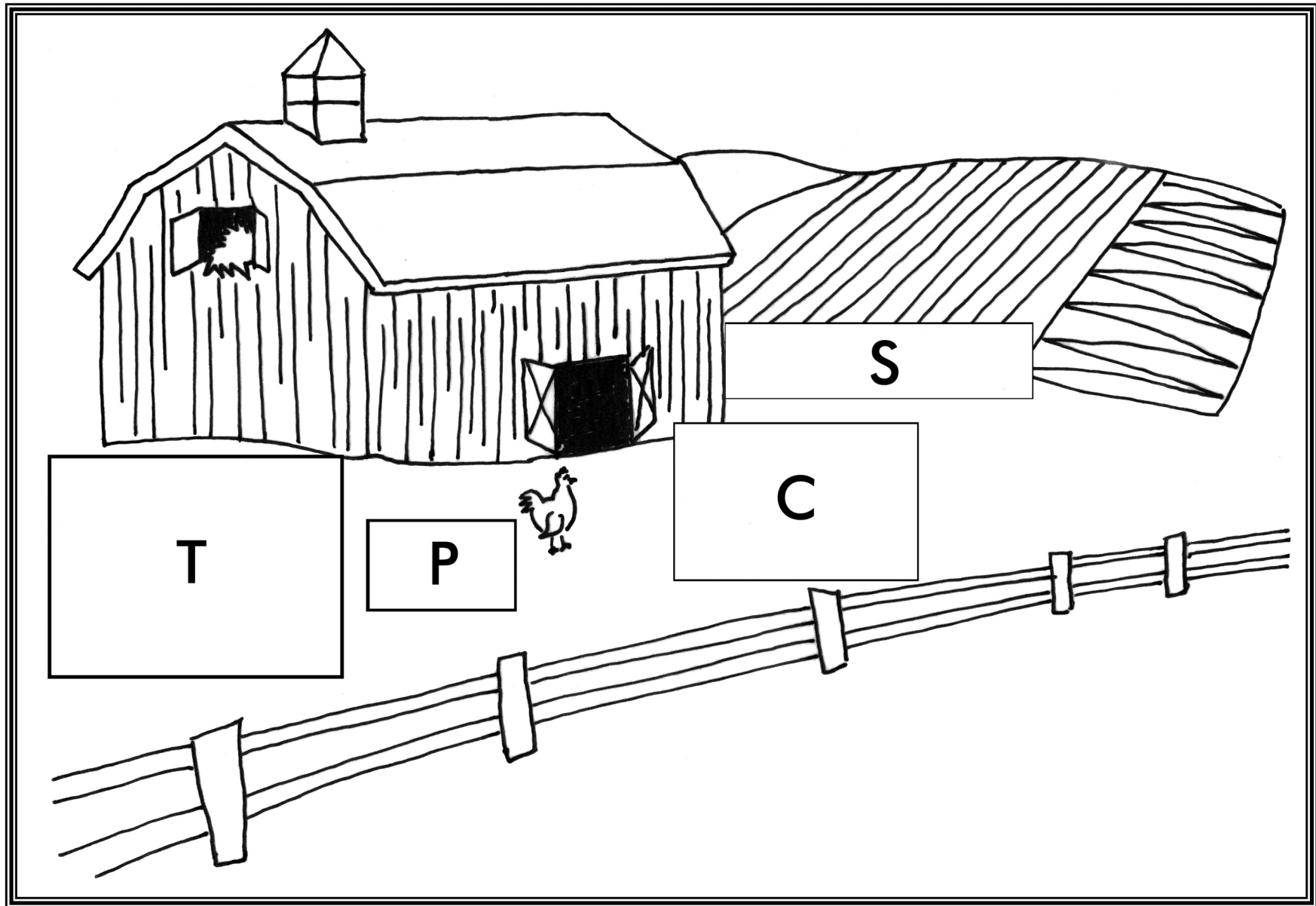


Tractor

Name: \_\_\_\_\_

# Build a Farm

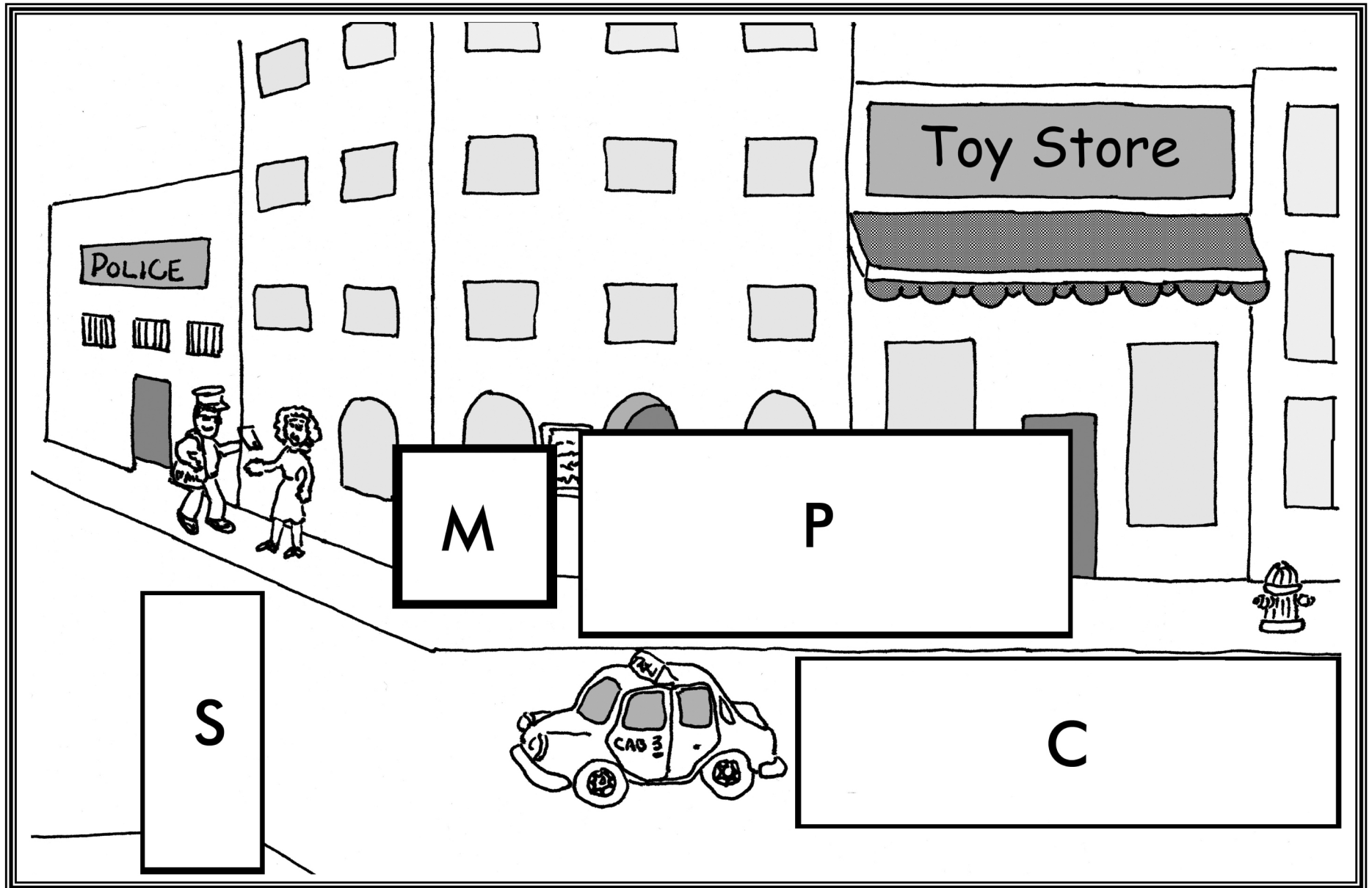
Worksheet



Name: \_\_\_\_\_

# Build a City

Worksheet



Name: \_\_\_\_\_

# My Kansas Home

Worksheet



I live \_\_\_\_\_.